**5th Grade, 11-1 Fractions: Multiplying Fractions and Whole Numbers**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials: | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| Krypto  Cover-Copy-Compare for math facts (5 minutes) | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Review: numerator, denominator, adding fractions with like denominators, repeated addition | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  With fraction strips, model this problem:  Nadia went to the candy store and bought 3 pounds of candy. If 7/8 of Nadia's candy was chocolate, how many pounds of chocolate candy did Nadia buy? (source: http://www.ixl.com/math/practice/grade-5-multiply-fractions-by-whole-numbers-word-problems) | |

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| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) |
| *Develop the Concept: Visual*  Use the slideshow at the beginning of the lesson on SuccessNet  Do the Guided Practice problems on the document camera, students use response boards. |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) |
| *Independent Practice* and *Problem Solving*  Have students complete the first column of Independent Practice problems |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) |
| Students answer the following question, showing the answer on a response board |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. |
| Continue with fraction games from Marilyn Burns Fraction Kit (<http://www.mathsolutions.com/index.cfm?page=wp18&contentid=186&crid=98&mcrid=109>)  Adding and Subtracting Fractions Interactive on SuccessNet |
| **HOMEWORK** |
| Students can play this online game <http://fractionbars.com/Multiplication_Game/> and report their best score back. |